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VOL. 2 JUNE, 1912 No. 6

OREGON NORMAL SCHOOL BULLETIN

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MONMOUTH, OREGON

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CATALOGUE NUMBER

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OREGON NORMAL SCHOOL, MONMOUTH

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FACULTY.

NOTE.—The names of the Faculty are given in alphabetical order.

J. H. ACKERMAN, PRESIDENT (State Normal School Milwaukee, Wisconsin; Honorary Degree, Oregon Agricultural College.)
School Administration and in charge of the Rural School Course.

A. B. BEAUMONT (University of Kentucky.)
Department of Physics, Chemistry, Agriculture.

ALABAMA BRENTON (Pratt Institute, Normal Art and Manual Training Course.)
Department of Art.

J. B. V. BUTLER (Christian College and Oregon Normal School.)
Department of History and Civics.

E. S. EVENDEN (Leland Stanford Junior University, Oregon Normal School.)
Department of Education.

BLANCHE FRIDD (University of Wisconsin, State Normal School, Valley City, North Dakota.)
Department of Latin and Assistant in English.

MINNETTE E. HARLAN (College of Music, Cincinnati, Ohio; New School of Methods, Chicago; American Institute of Methods, Chicago.)
Department of Music.

H. C. OSTIEN (Ohio Normal University, Illinois Wesleyan University, Nebraska State University.)
Department of Mathematics.

ROSA B. PARROTT (University of Arizona.)
Department of English.

MABEL G. WEST (University of Illinois, Department of Libraries.)
Department of Libraries.

GERTRUDE WILCOX (Wellesley College, Department of Hygiene and Physical Education.)
Department of Hygiene and Physical Education.

.....,
Department of Domestic Science and Art.

ASSEMBLY HALL—OREGON NORMAL SCHOOL

TRAINING SCHOOL DEPARTMENT.

THOMAS H. GENTLE (Illinois State Normal University and University of Jena, Germany.)
Principal of Training School and Professor of Pedagogy.

ALICE A. McINTOSH (State Normal School, Whitewater, Wisconsin.)
Critic—Grades Seven and Eight.

JESSIE TODD (Indiana Normal School, Pennsylvania.)
Critic—Grades Five and Six.

GRACE M. DAVIS (Colorado State Teachers' College, Greeley, Colorado.)
Critic—Grades Three and Four.

RUBY E. SHEARER (Oregon Normal School.)
Critic—Grades One and Two.

KATIE DUNSMORE, Clerk and Registrar.

JOHN SCOTT, Head Janitor.

NOTE.—The members of the Faculty are graduates of the institutions placed after their respective names.

CALENDAR, 1912-1913.

FIRST SEMESTER.

Entrance and Enrollment .....Monday, September 16
School Organized .....Tuesday, September 17, 9:40 A. M.
Thanksgiving Holidays .....
.....Thursday and Friday, November 28-29
Christmas Vacation .....
Monday, December 23 to Saturday, January 4, inclusive
Mid-Year Commencement .....
.....Saturday to Monday, February 1-3, inclusive
Semester Ends ..... Monday, February 3

SECOND SEMESTER.

Entrance and Enrollment .....Tuesday, February 4
School Organized .....Wednesday, February 5, 9:40 A. M.
June Commencement....Sunday, June 15, to Wednesday, June 18

SUMMER SEMESTER.

Summer School begins ..... Monday, June 23

BOARD OF REGENTS OF NORMAL SCHOOLS.

REGENTS EX-OFFICIO.

Oswald West, Governor ..... Salem
Ben W. Olcott, Secretary of State ..... Salem
L. R. Alderman, Superintendent of Public Instruction..... Salem

REGENTS BY APPOINTMENT.

Stephen Jewell.....	Term expires July 1, 1913....	Grants Pass
C. E. Spence	Term expires July 1, 1914....	Oregon City
E. Hofer	Term expires July 1, 1915.....	Salem
W. C. Bryant	Term expires July 1, 1916.....	Moro
Cornelia Marvin.....	Term expires July 1, 1917.....	Salem
Henry J. Maier.....	Term expires July 1, 1918.....	The Dalles

OFFICERS OF THE BOARD.

Oswald West, President. J. H. Ackerman, Secretary.

STANDING COMMITTEES.

Executive—The President, Regents Alderman and Marvin.
Finance—Regents Olcott, Hofer and Maier.
Teachers—Regents Bryant, Spence and Jewell.
Libraries—Regents Marvin, Jewell and Maier.
Course of Study—Regents Alderman, Hofer and Bryant.

President of the Faculty..... J. H. Ackerman, Monmouth

HOW TO REACH MONMOUTH.

Persons coming from Eastern Oregon or from the lower Columbia River will come to Portland and, at the Union Depot, take either the West side train which leaves at 7:20 A. M. and change cars at Independence, or the Yamhill division train which leaves at 4:10 P. M. and change cars at Dallas for Monmouth. Persons south of Albany will come to Albany, change cars and take train for Corvallis at 12:30 P. M., change cars at Corvallis for Independence and change cars at Independence for Monmouth.

Upon arriving, a list of boarding places and rooms will be furnished on application to the President. In order that the best sanitary conditions may be secured, all boarding places will be inspected by a committee of citizens, and no place will be recommended by the President that does not have a favorable report from such committee. The Normal School is co-educational, but it is recommended that men and women have rooms in separate rooming houses. The faculty will not recommend boarding and rooming houses, except with the idea that such houses, so far as rooming is concerned, will be exclusively for men on the one hand, or exclusively for women on the other. Baggage should usually be left at the depot until a home is secured.

FACULTY.

There is a strong faculty of seventeen persons thoroughly qualified for the work of training teachers in all lines of work.

BUILDING AND EQUIPMENT.

The main building is a large brick structure, well adapted to the work of the Normal School. It includes twenty class rooms and laboratories, library and an assembly hall with a seating capacity of 600. It is heated by steam and lighted by electricity.

The gymnasium is a frame building, well equipped with hot and cold baths, dressing rooms, and a good sized floor suitable for instruction purposes and the playing of such games as basket ball, indoor ball, hand ball and the like.

The two rural school buildings, while not on the campus, are to all intents and purposes a part of the Normal School equipment.

EXPENSES.

The expenses are nominal and every means are used to keep the expenses of a student at a minimum.

Enrollment fee is $6.00 per semester, or if paid by the month, $1.25 per month. There is also a student body fee of $1.00 per semester. Both of these fees are payable to the registrar. No programs are made until a receipt for fees has been presented to the President. In no case are fees refunded. No additional fee is required for vocal music and art. Private lessons will be given by private piano instructors at reasonable rates.

ROOM AND BOARD.

Living expenses are as cheap as they are in any school city in Oregon, and range as follows: Furnished room and table board from $4.00 to $4.50 per week.

Furnished room without table board, $2.00 per week. Unfurnished room without table board, fifty cents per week.

Some students reduce their expenses in various ways. Some rent rooms and board in clubs; some do light housekeeping. There is a great variety of ways whereby students may economize if they desire so to do. Employment in and about the buildings will be furnished whenever practicable. There are many opportunities for really capable students to meet a part of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two semesters longer to complete the course and thus avoid overwork.

PUBLIC LECTURES AND ENTERTAINMENTS.

The students have the privilege, at cost, of attending a fine course of lectures, concerts, and entertainments each year. These courses are sold at a low price in consideration of their merit. There is no better arrangement anywhere than is found possible to maintain here, so that the educational advantages are greatly increased. During the past year the following has constituted the regular course of lectures and concerts:

January 23—Williams' Jubilee Singers.
February 10—Dudley Buck Company.
February 24—Ernest Gamble Concert Party.

April 10—Montavilla Flowers, "Ben Hur".

The following addresses were given in the assembly:
November 10—Colonel Hofer, "Fiction in Real Life."
April 12—Dr. Winship, "Get Into the Game."
March 25—Dr. W. T. Williamson, "Sex Hygiene."

Chapel talks were given by the following during the year: Mr. L. R. Traver, Hon. Martin Foster, Supt. Alderman, Drs. J. R. N. Bell and Dr. H. Charles Dunsmore, Mr. C. L. Starr, Mr. H. F. Wilson, Rev. C. H. Hilton, Rev. W. A. Gueffroy, Rev. A. B. Owens, Mr. O. E. Darby, Mr. Cyrus A. Walker, Mrs. May J. Wigle, Senator C L. Hawley.

NORMAL UNITS.

A normal unit is a subject running one year, five times a week, with recitations not less than forty minutes in length. Normal units required to complete the several courses are as follows:

(*a*) Standard Normal Course: 10 units above the completion of a four year high school course; or 10 units above the completion of the Elementary Course.

(*b*) Supervisors' Course: 10 units above the completion of a four year high school course; or 10 units above the completion of the Elementary Course.

(*c*) Elementary Course, 16 units above the 8th grade; plus Education. Four of these units are accredited for the completion of the 9th grade.

(*d*) Rural Course: 16 units above the 8th grade.

(*e*) Primary Course: 16 units above the 8th grade.

There are two ways of securing admission to the school: First, by credentials; second, by examination.

(*a*) How Credentials May Be Accepted.—Normal units are accredited on credentials for admittance to the school as follows:

1. Graduates of institutions of equal rank with the Oregon Normal School may be graduated after residence work of one-half year. Students who have completed in other institutions work equal to that required in the Oregon Normal School, but who are not graduates, are required to do one year's residence work before graduation.

2. For each year's work completed in an accredited high school, four units above the eighth grade are allowed.

3. To graduates from full course Oregon Normal Schools prior to September 1, 1911, twenty-one units above the eighth grade.

4. To State diplomas or State life certificate, twenty units above the eighth grade.

5. To State certificates, sixteen units above the eighth grade.

6. To first grade certificates, with all exemptions worked off, twelve units above the eighth grade.

7. To first grade certificates, without all the exemptions worked off, ten units above the eighth grade.

8. To second grade certificates, eight units above the eighth grade.

9. To third grade certificates, four units above the eighth grade.

10. To one-year State certificates, eight units above the eighth grade.

11. To credentials from other states, on the same basis as those from Oregon.

12. Credits for successful teaching may be given as follows:

For four years' or more successful teaching.....3 units.
For two to four years .....2½ units.
For one to two years .....2 units.

Credit may be given for certificate and experience; or for schooling and experience; or for any one, but not for all three.

Students will be admitted at any time and proportional credit will be allowed for the length of time a study is pursued. This will enable those teachers whose schools are not in session while the Normal is in session to spend very profitably a few weeks in the Normal and receive credit for such attendance. Full credit will also be given for work done in the Summer School.

(*a*) Advanced Standings.—Persons who have done work beyond the ninth grade, but who are neither graduates of accredited high schools, nor the equivalent, are classified in any course to which such advanced standing may be entitled.

Examinations for advanced standing are permitted in the case of work claimed to have been done elsewhere, for which satisfactory credentials are submitted.

The Normal School endeavors to give just credit for all scholarship which the applicant may possess. Applicants for advanced standing for work done in other schools must present an official statement of such work. This statement must cover the following points:

1. The exact length of time spent in the school, with the dates of entering and leaving.
2. The number of subjects studied each term.
3. The exact subjects studied.
4. The number of weeks spent on each subject.
5. The length of the recitation period.
6. The record of the grade of work done in each subject.

Blanks prepared for this purpose may be obtained upon application. High school graduates must present a complete certi-

fied record of their high school course. This is filed in the office and kept as a part of the student's record.

The school reserves the right at any time to require a student who is notably deficient in subject-matter to make up such deficiency before pursuing further his normal course.

Every person before being admitted to the school will be required to sign a statement that he or she intends to teach in the public schools of Oregon.

COURSES OF STUDY.

A. Standard Normal Course:

(*a*) Entrance.—Minimum requirement shall be the completion of the ninth grade or its equivalent.

(*b*) Graduation.—The completion of the four years of the secondary school and two years additional work, including a thorough review of the common branches, and training in the practice school. It is practically a five-year course above the ninth grade. The total attendance for graduation in a secondary school and in the Normal School shall be two hundred and sixteen weeks above the eighth grade, at least thirty-six of which shall be in the Oregon Normal School; provided that the Normal School may accept satisfactory credits covering twenty weeks above the eighth grade.

(*c*) Certification.—The Superintendent of Public Instruction shall issue certificates to graduates from the Standard Normal Course as follows:

1. A one-year State certificate shall be issued without examination, upon application, to graduates of standard normal courses, authorizing them to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon.

2. The holder of a one-year State certificate, issued in accordance with the provisions of paragraph 1, shall, after six months successful teaching experience in this State, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a five-year State certificate without examination, authorizing him to teach in any grammar school or in any one-year, two-year, or three year high school in Oregon.

3. The holder of a five-year State certificate, issued in accordance with the provisions of paragraph 2, shall, after thirty months successful teaching experience in this State, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a life State certificate authorizing him to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon, provided,

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that he shall receive a life State certificate authorizing him to teach in any of the schools of this State upon the completion of two years work in a standard college or university; provided, that, if, at any time, the course of study of the Oregon Normal School meets the requirements of standard colleges, then the graduate of the standard college course of the Oregon Normal School shall receive a life State certificate entitling him to teach in any school in this State.

The holder of a one-year State certificate, or a five-year State certificate, or a life State certificate, secured in accordance with the provisions of this section is authorized to act as a city superintendent of schools of any city in this State.

B. Supervisors' Course:

The work of supervision is coming to be recognized as special work. Those who are to do such work are expected to be especially fitted for it, and the county supervision law, recently enacted, opens up another important field for the trained supervisor.

The Supervisors' Course is designed to meet the needs of all such persons. The person taking the course may be excused from a part of the observation and practice work in the training school, and take in lieu thereof the work in administration.

The requirements, time limits, and certificate advantages are the same as for the standard course. In addition to this, the school will give to those who complete this course a special certificate, setting forth the fact that the holder thereof has completed the supervisors' course, which certificate should be of great service in securing supervisory positions.

The pedagogical work of this course will be given by the President of the School, the Head of the Department of Education, and the Principal of the Training School.

C. Elementary Course:

(*a*) General Statement.—This course practically parallels that provided by law for training classes in high schools, with the distinguishing difference that much more work is required, both in observation and practice, than is required by law for high school classes.

(*b*) Entrance.—Minimum requirement shall be the completion of the ninth grade or its equivalent.

(*c*) Attendance.—The total attendance in a secondary school and in the Normal School shall be one hundred and forty-four weeks above the eighth grade, at least thirty-six of which shall be at the Oregon Normal School, provided that the normal school may accept satisfactory credits covering twenty weeks above the eighth grade. This course is practically a three-year course.

(*d*) Graduation.—The completion of the four years of work of the secondary school, and also the work required in education and the observation and practice work in the training school.

(*e*) Certification.—The State Superintendent of Public Instruction shall grant a one-year State certificate without examination to graduates who have completed the elementary course.

A one-year State certificate granted in consequence of such graduation may be renewed only once, when the holder thereof has presented satisfactory evidence of having successfully taught six months during the life of such certificate.

D. Rural School Course:

A professional course giving special training for work in rural schools. It has been but recently that normal schools have recognized the special needs of the rural schools. In line with this thought this course is offered.

(*a*) Admission Requirements.—(1) Completion of ninth grade.

(*b*) Course Comprises—(1) Review of common school subjects with methods of teaching the same; (2) Rural Sociology; (3) Rural School Management; (4) Rural Science (Elementary Agriculture, School Gardening and Nature Study), and (5) The observation of a model rural school.

(*c*) Certification.—Same as for Elementary Course. The school will give to those who complete this course a special certificate setting forth the fact that the holder thereof has completed this course, which certificate should aid in securing better positions and salaries.

E. Primary Course:

A professional course giving special training for primary work.

(*a*) Admission Requirements—(1) Completion of the ninth grade.

(*b*) Certification—Same as for Elementary Course. The school will give to those who complete this course a special certificate, setting forth the fact that the holder thereof has completed this course, which certificate, it is hoped, will be so valued by school authorities as to materially aid in securing better positions and salaries.

F. Domestic Science Course and Art.

This course is intended to fit teachers to teach such subjects in rural schools, small graded schools, and in city systems as assistants to regular supervisors. The details of the course will be worked out later by the head of the department, and the department will be ready for receiving classes the beginning of the fall term.

Certification—Same as for Elementary Course.

I. Library Course:

Provision has been made for immediate purchase of an excellent professional library for teachers and for substantial additions to the general collection.

The library is in charge of a trained librarian who will conduct classes in the use and care of school libraries, with library practice work throughout the course. The object is not to train librarians, but to train teachers to use libraries intelligently, and to care for the school libraries which are provided for under the Oregon school library law. It is expected that students will become familiar with the best books for children.

The library course of study will include the following topics: How to use a library, the intelligent use of a book, the value and use of general reference books, reference books of special value to teachers, government and State publications, periodicals, principles of selection for children's books, the direction of children's reading, the selection and use of supplementary reading for school work, the care of a school library, the library and the school.

(*a*) Admission Requirements—Same as for Primary Course.

(*b*) Certification—Same as for Elementary Course.

PROFESSIONAL COURSE

	ELEMENTARY						STANDARD NORMAL			
YEARS	SUB-FRESHMAN		FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
SEMESTERS	1	2	1	2	1	2	1	2	1	2
Mathematics	Algebra	Algebra	Plane Geometry	Plane Geometry	Arithmetic		Arithmetic	Professional Arithmetic		
Science	Physical Geog.	Botany	Physics	Physics		Physiology School Hygiene	Physiology (3)	Professional Geography (3)	Agriculture and Nature Study	
History		English	English		American	Civics and Sociology	Civics and Sociology	Professional History		
English	Rhetoric Gram'ar Classics	Rhetoric Gram'ar Classics	American Literature Technical English Story Telling	American Literature Technical English Story Telling	English Literature Technical English Story Telling	English Literature Technical English Story Telling	Professional Grammar	Professional Grammar	Advanced Literature Reading Technical English Story Telling	Advanced English Reading Technical English Story Telling
Education	Pedagogy	Pedagogy (3)	Psychology (3)	Psychology (3)	Principles of Teaching	State Course of Study School Organization	Psychology	Psychology Methods	History of Education (3) Observation (2)	History of Education (3) State Course of Study Practice
Arts		Vocal Music	Vocal Music	Drawing (1)	Drawing (II)		Vocal Music	Vocal Music	Drawing (1)	Drawing (III)
Additional	Library Methods (2)						Library Methods (2)			

Physical Education—All students twice a week unless exensed by Physical Director.
Maximum work must be taken in English, Library Methods and History.
Solid Geometry (½ year) may be substituted for Sophomore Arithmetic.
Of the remaining subjects, minimum work must be taken as follows:
Mathematics—Sub-Freshman I and II and Freshman I and II.
Science—Sub-Freshman I and II and Freshman I and II or Freshman I and II and Sub-Freshman II and Sophomore II.
Arts—Sub-Freshman II and Freshman I or Freshman II and Sophomore I.
Pupils will be graduated from the Elementary Professional Course when they have made fourteen units, and from the Standard Normal Professional Course when they have made ten units beyond the elementary.

Physical Education—All students twice a week unless excused by Physical Director.
Maximum work must be taken in English, Education and Library Methods.
Of the remaining subjects minimum work must be taken as follows:
Arts—Junior I and II or Senior I and II.

SUPERVISORS COURSE

	ELEMENTARY						STANDARD NORMAL			
YEARS	SUB-FRESHMAN		FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
SEMESTERS	1	2	1	2	1	2	1	2	1	2
Mathematics	Algebra	Algebra	Plane Geometry	Plane Geometry	Arithmetic		Arithmetic	Professional Arithmetic		
Science	Physical Geog.	Botany	Physics	Physics		Physiology School Hygiene	Physiology	Professional Geography (3)	Agriculture and Nature Study	
History		English	English		American	Civics and Sociology	Civics and Sociology	Professional History		
English	Rhetoric Gram'ar Classics	Rhetoric Gram'ar Classics	American Literature Technical English Story Telling	American Literature Technical English Story Telling	English Literature Technical English Story Telling	English Literature Technical English Story Telling	Professional Grammar	Professional Grammar	Advanced Literature Reading Technical English Story Telling	Advanced English Reading Technical English Story Telling
Education	Pedagogy	Pedagogy (3)	Psychology (3)	Psychology (3)	Principles of Teaching	State Course of Study School Organization	School Administration and School Management	Psychology Methods	History of Education School System of Oregon (2)	History of Education (3) State Course of Study Practice
Arts		Vocal Music	Vocal Music	Drawing (1)	Drawing (II)		Vocal Music	Vocal Music	Drawing (1)	Drawing (III)
Additional	Library Meth. (2)						Library Methods (2)			

Physical Education—All students twice a week unless excused by Physical Director.
Maximum work must be taken in English, History and Library Methods.
Solid Geometry (½ year) may be substituted for Sophomore Arithmetic.
Of the remaining subjects minimum work must be taken as follows:
Mathematics—Sub-Freshman I and II and Freshman I and II.
Science—Sub-Freshman I and II and Freshman I and II or Freshman I and II and Sub-Freshman II and Sophomore II.
Arts—Sub-Freshman II and Freshman I or Freshman II Sophomore I.
Pupils will be graduated from the Elementary Supervisors Course when they have made fourteen units, and from the Standard Normal Supervisors Course when they have made twenty-four units beyond the elementary.

Physical Education—All students twice a week unless excused by Physical Director.
Maximum work must be taken in English, Education and Library Methods.
Of the remaining subjects minimum work must be taken as follows:
Arts—Junior I and II or Senior I and II.

LATIN COURSE

	ELEMENTARY						STANDARD NORMAL			
YEARS	SUB-FRESHMAN		FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
SEMESTERS	1	2	1	2	1	2	1	2	1	2
Mathematics	Algebra	Algebra	Plane Geometry	Plane Geometry			Arithmetic	Professional Arithmetic		
Science	Physical Geog.	Botany	Physics	Physics		Physiology School Hygiene	Physiology (3)	Professional Geography (3)	Agriculture and Nature Study	
History		English	English		American	Civics and Sociology	Civics and Sociology	Professional History		
English	Rhetoric Gram'ar Classics Latin	Rhetoric Gram'ar Classics Latin	American Literature Technical English Story Telling Latin	American Literature Technical English Story Telling Latin	English Literature Technical English Story Telling Latin	English Literature Technical English Story Telling Latin	Professional Grammar Story Telling	Professional Grammar	Advanced Literature Reading Technical English Story Telling	Advanced Reading Technical English Story Telling
Education	Pedagogy	Pedagogy (3)	Psychology (3)	Psychology (3)	Principles of Teaching	State Course of Study School Organization	Psychology	Psychology Methods	History of Education (3) Observation (2)	History of Education State Course of Study Practice
Arts		Vocal Music	Vocal Music	Drawing (I)	Drawing (II)		Vocal Music	Vocal Music	Drawing (I)	Drawing (III)
Additional	Library Methods (2)						Library Methods (2)			

Physical Education—All students twice a week unless excused by Physical Director.

Maximum work must be taken in Latin, English, and Library Methods.

Of the remaining subjects minimum work must be taken as follows;

Mathematics—Sub-Freshman I and II and Freshman I.

Science—Sub-Freshman II and Freshman I or Freshman II and Chemistry ½ year.

History—Sub-Freshman II and Freshman I or Sophomore I and Sophomore II.

Arts—Sub-Freshman II and Freshman I or Freshman I and Sophomore II.

Pupils will be graduated from the Latin Elementary Course when they have made fourteen units, and from the Latin Standard Normal Course when they have made twenty-four units beyond the elementary.

Physical Education—All students twice a week unless excused by Physical Director.

Maixmum work must be taken in English, Education and Library Methods.

Of the remaining subjects minimum work must be taken as follows:

Arts—Junior I and II or Senior I and II.

RURAL SCHOOL COURSE

	ELEMENTARY						STANDARD NORMAL			
YEARS	SUB-FRESHMAN		FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
SEMESTERS	1	2	1	2	1	2	1	2	1	2
Mathematics	Algebra	Algebra	Plane Geometry	Plane Geometry	Arithmetic		Arithmetic	Professional Arithmetic		
Science	Physical Geog.	Botany	Physics	Physics	Chemistry	Physiology School Hygiene	Agriculture and Nature Study	School Gardening Professional Geography (3)	Physiology (3)	
History		English	English		American	Civics and Sociology	Civics and Sociology	Professional History		
English	Rhetoric Gram'ar Classics	Rhetoric Gram'ar Classics	American Literature Technical English Story Telling	American Literature Technical English Story Telling	English Literature Technical English Story Telling	English Literature Technical English Story Telling	Professional Grammar	Professional Grammar	Advanced Literature Reading Technical English Story Telling	Advanced English Reading Technical English Story Telling
Education	Pedagogy	Pedagogy (3)	Psychology (3)	Psychology (3)	Rural Sociology	State Course of Study School Organization	School Administration and Management	Psychology Methods	History of Education (3) School System of Oregon (2)	History of Education State Course of Study Practice
Arts		Vocal Music	Vocal Music	Drawing (1)	Drawing (II)		Vocal Music (3)	Vocal Music (3)	Drawing (1)	Drawing (III)
Additional	Library Methods (2)						Library Methods (2)			

Physical Educatien—All students twice a week unless excused by Physical Director.
Maximum work must be taken in Science, English, Education and Library Methods.
Solid Geometry (½ year) may be substituted for Sophomore Arithmetic.
Of the remaining subjects minimum work may be taken as follows:
Mathematics—Sub-Freshman I and II, Freshman I and Sophomore I.
Science—Sub-Freshman I and II, Freshman I and Sophomore I.
Arts—Sub-Freshman II and Freshman I or Freshman I and Sophomore I.
History—Sophomore I and II or Sub-Freshman II and Sophomore II.
Pupils will be graduated from the Elementary Rural Course when they have made fourteen units, and from the standard Normal Rural Course when they have made twenty-four units beyond the elementary

Physical Education—All students twice a week unless excused by Physical Director.
Maximum work must be taken in English, Education Library Methods.
Of the remaining subjects minimum work must be taken as follows:
Arts—Junior I and II or Senior I and II.

PRIMARY COURSE

	ELEMENTARY						STANDARD NORMAL			
YEARS	SUB-FRESHMAN		FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
SEMESTERS	1	2	1	2	1	2	1	2	1	2
Mathematics	Algebra	Algebra	Plane Geometry	Plane Geometry	Arithmetic		Arithmetic	Professional Arithmetic		
Science	Physical Geog.	Botany	Physics	Physics		Physiology School Hygiene	Physiology (3)	Professional Geography (3)	Agriculture and Nature Study	
History		English	English		American	Civics and Sociology	Civics and Sociology	Professional History		
English	Rhetoric Gram'ar Classics	Rhetoric Gram'ar Classics	American Literature Technical English Story Telling	American Literature Technical English Story Telling	English Literature Technical English Story Telling	English Literature Technical English Story Telling	Advanced Literature Reading Technical English Story Telling	Advanced English Reading Technical English Story Telling	Grammar Composition Spelling	Professional Grammar
Education	Pedagogy (5) Primary Methods (1)	Primary Methods (1) Pedagogy (3)	Psychology (3)	Psychology (3)	Principles of Teaching	School Organization State Course of Study	Psychology	Psychology Methods	History of Education (3) Observation (2)	History of Education (3) State Course of Study Practice
Arts		Vocal Music	Vocal Music	Drawing (1)	Drawing (II)		Vocal Music	Vocal Music	Drawing (1)	Drawing (III)
Additional	Library Methods (2)						Library Methods (2)			

Physical Education—All students twice a week unless excused by Physical Director.
Maximum work must be taken in Education, English, Library Methods and History.
Of the remaining subjects minimum work must be taken as follows:
Mathematics—Sub-Freshman I and II and Sophomore I.
Science—Sub-Freshman I and II and Sophomore II.
Arts—Sub-Freshman II and Freshman I or Sub-Freshman II and Sophomore I.

Physical Education—All students twice a week unless excused by Physical Director.
Maximum work must be taken in English, Education and Library Methods.
Of the remaining subjects minimum work must be taken as follows:
Arts—Junior I and II or Senior I and II.

EDUCATION.

Mr. Gentle.

Pedagogy—

Course I.—Sub-Freshman I.....3-10 unit

The purpose of this course is to show teachers how to use the State course of study as it relates to the subjects of Arithmetic and Geography. Those taking this course will be shown how these subjects are best treated in the various grades. The work will be illustrated by classes of pupils in the training school.

Course II.—Sub-Freshman II.....3-10 unit.

This course is the same as Course I, except that the subjects are Grammar and Reading.

Mr. Evenden.

Elementary Psychology—

Course III.—Freshman I.....3-10 unit.

This course is intended for students who have had no work in psychology, and its purpose is, to introduce the teacher to the professional side of her work. The work will be based upon the first seven chapters of the State text book, An Introductory Psychology by Read. Considerable reference work will be done.

Course IV.—Freshman II .....3-10 unit.

This course is a continuation of course I and is intended for students who have had a little work in psychology or who desire to review the subject in preparation for the state examinations. The work will be based upon the last seven chapters of the state text book, An Introductory Psychology by Read. Considerable reference work required.

Principles of Teaching—

Course V.—Sophomore I .....½ unit.

It is the purpose of this course to present teachers or prospective teachers with a number of the most fundamental laws and principles governing the teaching process. Such topics as: A Teacher's Preparation, The Ethics of the Profession, A Teacher's Duties, Conducting a Recitation, Preparation and Assignment of Lessons, Study Period, Inductive and Deductive Lessons, Use of Text Books, School-room Discipline, etc., will be discussed and every effort made to make the course highly practicable. The state text, Colgrove—The Teacher and the School, will be used for the basis of discussion.

Oregon State Course of Study—

Course VI.—Sophomore II ..... ½ unit.

It is the purpose of this course to furnish the students, graduating from the elementary course, with a thorough working knowledge of the Oregon Course of Study. Each subject is thoroughly discussed and correlated with observations in the training department. In addition to this the class is instructed in the practical mechanics of securing, organizing and maintaining a school in Oregon, etc., writing applications, preparation of first work, use of school register, organization of class and class work, making daily program, etc.

Psychology—

Course VII.—Junior I ..... ½ unit.

An advanced course aiming to give the student, beginning the Standard Course, a thorough training in the laws governing mental activity and a discussion of the various mental processes. The work will be treated from a physiological and functional standpoint. This course is intended to give the students a store of psychological facts with which to construct their future work in applied psychology and in the special method work of the various professional courses. The work will be based upon Angell's Psychology.

Course VIII.—Junior II ..... ½ unit.

The work of this semester is in two divisions of ten weeks each. In the first part it is the aim to make direct application of the laws of psychology to the teaching work and also associate them with the periods of growth and development of the child. The second part of the course is intended to prepare students for the practice teaching in the training department and should precede that work. It will consist of specialized method, lesson planning, organization of material to be taught, organization and management of a class, etc. Miller, the Psychology of Thinking will be used as the basis for the work, and with this will be required, collateral reading, special work, and observation of model teaching.

NOTE.—This course given by Mr. Evenden and Mr. Gentle.

History of Education—

Course IX—Senior I..... ½ unit.

This course aims to give a brief historical survey of education from the earliest times, with special emphasis upon some of the more modern educators and movements which have

been of most influence in determining our present system. It is hoped that the course will provide the student with a broad unprejudiced view of education, a more exalted ideal of his work, and the greater personal efficiency which comes from a knowledge of the development and growth of his profession.

Monroe's Briefer Course in the History of Educations is used as a text book. Collateral reading required.

Mr. Ackerman.

Rural Sociology—

Course X—Sophomore I.....½ unit.

The aim of this course is to enable those who contemplate teaching in rural schools to be the better able to comprehend rural sociological problems, and thereby be better able to assist in solving them correctly. A rural teacher should be able to adapt himself to rural conditions. In order that the pupil may receive the most good from the course, the instruction will be made as concrete and practicable as possible.

School Administration and School Management—

Course XI—Junior II.....½ unit.

This course is designed to meet the needs of those who wish to fit themselves for supervisory positions. Among the topics discussed are the relation of the supervisor to his community, his corps of teachers, his school children, and to his legal and professional rights and duties. How to organize and manage a city system, grammar school or rural school. How courses of study may be formulated and administrated. How rules and regulations may be made, adopted and executed, as well as other supervisory problems. This course should be helpful to those who expect to be principals, superintendents or supervisors.

School System of Oregon—

Course XII—Senior I.....½ unit.....

The object of this course is to thoroughly familiarize the student with an intelligent understanding of the peculiar features of our State system. In what way it is peculiar to a growing state as is Oregon. Its past, present and future tendencies. In what way it is capable of growth and improvement. The essential features it has in common with other states as well as their differences.

ART ROOM—OREGON NORMAL SCHOOL

State Course of Study—

Course XIII—Senior II.....½ unit.

No student is allowed to graduate without taking this course as it is thought highly desirable that every teacher should understand its plan and spirit, and this can best be done by a thorough study of it in class.

Miss Shearer and Miss Davis.

Primary Methods—

Course XIV—Sub-Freshman I and II.....1-10 unit.

The design of this course is to give to those taking primary methods definite instruction in first, second and third grade methods. The work covered will be that outlined in the State Course of Study for such grades.

SCIENCE.

Mr. Beaumont.

Physical Geography—

Course I—Sub-Freshman I.....½ unit.

On account of the student's previous preparation at this stage, this subject is presented largely as a cultural one, a minimum stress being placed upon the scientific aspects. In order to aid the student in the understanding of the subject, a minimum lecture course is given. The special attention of the student is called to the effect of environment upon animals, especially man. The text used is R. S. Tarr's New Physical Geography.

Botany—

Course II—Sub-Freshman II.....½ unit.

This is a course in elementary botany, and is designed for those students beginning the study. Morphology, ecology, physiology, and classification, of plants, and economic botany, are touched upon. A minimum lecture course accompanies the recitation work, and particular attention is paid to laboratory and field work on the part of the student. Attention of the prospective teachers is drawn to the practical application of botany to the teaching of agriculture and nature study in the grades. A modern text is used as a basis.

Physics—

Course III—Freshman I.....½ unit.
Course IV—Freshman II.....½ unit.

Course II is designed for those beginning the study of physics. Those subjects usually presented in a course of elementary physics are studied. Numerous lecture experiments accompany recitation work. The student is required to work out a series of experiments in a well lighted and equipped laboratory. Attention of the prospective teacher is called to the application of a working knowledge of physics to grade work. Students taking this course should be well grounded in elementary mathematics. Millikan & Gale's First Course in Physics is used as a text.

Course IV is a continuation of Course III.

Chemistry—

Course V—Sophomore I.....½ unit.
Course VI—Sophomore II.....½ unit.

These courses are elective. They are courses in general chemistry and are designed for those beginning the study. Typical elements and compounds are studied. Attention is drawn to the economic value of chemical knowledge, its practical application to every day life, and the relation it bears to the teaching of nature work in the grades. Numerous lecture experiments accompany recitation work, and the student is required to work out a series of individual experiments in a well lighted and equipped laboratory. Students taking this course should have completed elementary physics. McPherson & Henderson's Elementary Study of Chemistry is used as a text.

Agriculture and Nature Study—

Course VII—Junior I.....½ unit.

At present the courses in agriculture and nature study are combined. Agriculture is presented as a most interesting nature study, and nature study is given a distinctly agricultural aspect. Our aim is to awaken the prospective teacher to the scientific and economic possibilities of rural life, so that he may, in some degree, interest the boys and girls in rural life. Students taking this course should have a working knowledge of the elements of botany, chemistry and physics. A modern text is used as a basis. Collateral work is done with the various agricultural and nature-study reference books, bulletins and periodicals. The student is required to do considerable laboratory and field work.

School Gardening—

Course VIII—Junior II.....⅓ unit.

This course is designed for those who wish to get instruction and practical experience in the care and management of school gardens and children's home gardens. Actual gardening will be done. Attention will be paid to the conducting of garden contests among the children.

N. B.—Students in all science courses have access to a well furnished library of reference books and current periodicals.

ART.

Miss Brenton.

The Art Department offers three courses.

Course I is intended for students who wish to lay a foundation for advanced work, or for teachers who wish to handle public school art in the lower grades.

Course II: Students having completed the work of Course I or its equivalent may enter Course II.

Course III—Construction: This class has been planned to meet the growing demand for industrial work in the lower grades. All students who are planning for rural or primary work should know something of hand work. Opportunity will be given for practice work in public school art under supervision.

DRAWING.

Course I—Freshman II and Senior I.....½ unit.

Object drawing, nature study, pose, connected with illustration, Blackboard sketching.

Object drawing, nature study and pose, covers beginning work for primary grades and carries development to fourth or fifth year.

Mediums: Crayon, water color and pencil, in mass, outline and values.

Course II—Sophomore I.....½ unit.

Object drawing, nature study, pose.

(*a*) Object drawing: Cylindrical and rectilinear objects grouped and single, rendered in outline and light and shade. Mediums: Crayon, charcoal, pencil and water color.

(*b*) Nature Study: Taking up the subject as it should be presented to grammar grades. Mediums: Same as for object drawing.

(*c*) Pose: Figure work for action and proportion. Mediums: Charcoal, pencil, crayon.

(*d*) Blackboard sketching.

Construction and Design—

Course III—Senior II.....½ unit.

Cardboard and paper construction, weaving and crochet. All problems relate to interests of the children and are constructed of inexpensive and easily procured materials.

No pre-requisite to enter this course.

HISTORY.

Mr. Butler.

English History—

Course I—Sub-Freshman II.....½ unit.

In presenting the study of English History the student is urged to seek beyond the event and trace the cause. The racial fusions with their resultant government is closely followed and their effects on the nation today is shown.

The student is urged to think of history not as a matter of dates and a succession of events in themselves, but as an index of the movement of forces—political, social, economic, religious, etc. The effort is made to vitalize this work so that it has a real attraction. A contrast and comparison is made showing the similarity between our system of government and that of England. This course ends with the Tudor line of kings. State Text: Cheyney; Reference: Green, Walker.

English History—

Course II—Freshman I.....½ unit.

Beginning with the close of Course III, the work covers the period down to the present. As the events narrated become more recent, the student is urged to make a critical study of these in connection with present working forces thus obtaining a comprehensive idea of how and why events take place as they do, in the political and economic world.

American History—

Course III—Sophomore I.....½ unit.

This course supposes a working knowledge of the subject from the grades and especial attention is given to developing a thorough understanding of the principles involved. The effort is made to seek the causes and trace the effects showing as intimately as possible the connection with conditions of

today. Realizing that the large per cent of the future citizens get their working knowledge of public affairs in the grammar grades, and as a large per cent. of the teachers enter the work here this is made as vital as possible.

The colonial policy is also closely studied that a clear idea may be had of the attitude of the powers to this important phase of history today. The plan is to make this usable history to the citizen. Text and reference as in Course III.

The State text is used—Channing. Reference: Doub, Ashley, Muzzey, Wilson.

Civics—

Course IV—Sophomore I and Junior I.....½ unit.

This course is given in connection with and supplemental to Course I. The close relationship between these is sought, believing that in this study one learns to gather the germs of our independence and its safe perpetuity, a thorough working knowledge of our form of government, its origin, growth and present tendencies are carefully worked out so that a teacher and student may think independently on public issues. A study is made of large current movements and their tendencies and students are urged to view these from a thinking citizen's standpoint. Practical demonstrations are given of the workings of the Oregon system and its application to the issues of today.

Text—Strong and Schafer. Reference—Ashley, Wilson.

Professional History—

Course V—Junior II.....½ unit.

Following the State Course the stories are worked out in detail and the valuable lessons are deduced for the teachers in the various grades. The application of these is made clear so that the children shall receive only the largest benefit. As often as practicable a parallel is drawn between these and historical stories. In this way it is believed the child may be led to gather some rudiments of history while at the same time his ideas are quickened. Frequent visits are made to the Training Department where practical demonstrations are given, thus furnishing the opportunity to apply the theories.

Text, State Course of Study.

LATIN.

Miss Fridd.

The Latin courses have three distinct aims. (1) To give the student a thorough knowledge of forms and the funda-

NEW PUBLIC SCHOOL BUILDING, MONMOUTH, OREGON

Upper story to be used for the Monmouth High School ; lower story to be used for Training School, Oregon Normal School

mental principles of syntax; (2) To give him ease in interpreting and expressing the thoughts of the author studied; and (3) to teach him an appreciation of Roman life through a study of the works of Caesar, Cicero, and Virgil, and the history of the Roman people.

First Year Latin—

Course I—Sub-Freshman I.....1 unit.

The acquiring of pronunciation, a mastery of forms and the syntax necessary to translate ordinary Latin prose, is the work of this course.

Text: Hale's A First Latin Book.

Caesar—

Course II—Sub-Freshman I, Freshman I.....1 unit.

The required books of the Gallic War will be read. In addition, there will be much sight translation, prose composition once a week, and constant reference to Roman history and literature.

Texts: Gunnison & Harley—Caesar; Hale & Buck—Latin Grammar.

Cicero—

Course III—Freshman I, Sophomore I.....1 unit.

The orations against Catiline will be studied, and many of his selected letters. Prose composition continues, as does also the reference work.

Texts: Allen & Greenough—Cicero (with letters); Hale & Buck—Latin Grammar.

Virgil—

Course IV—Sophomore I.....1 unit.

The required number of books of the Aeneid will be read. The work in grammar and prose composition gives place to a study of Latin literature.

Text: Greenough & Kittredge—Virgil.

ENGLISH.

The English Course aims to give the student, (1) a knowledge of the correct forms of expression; (2) an ease and facility in expressing thought in both oral and written forms; (3) the technique and art of story-telling; (4) an appreciation of good literature; (5) the ability to teach language, reading

and literature in the Grades and High School. To accomplish these aims courses are offered in Grammar and Rhetoric, American and English Literature, Story-telling, Advanced English and Professional Grammar.

Miss Fridd.

Rhetoric—

Course I—Sub-Freshman I.....½ unit.

This includes a study of preliminary work in Theme Building, Usage, Diction, and a review of Grammar.

Rhetoric—Mondays, Wednesdays, Fridays; Grammar—Tuesdays and Thursdays.

Texts: Herrick & Damon's Composition and Rhetoric; Buehler's Modern English Grammar.

Course II—Sub-Freshman II.....½ unit.

This includes a careful study of Rhetorical Principles and the kinds of Composition. As much technical English as the class needs will be given. Special stress will be laid on the writing of compositions.

American Literature—

Course III—Freshman I.....½ unit.

This course consists of a historical survey of the beginnings and the Creative Impulse Period up to the time of Poe. Special emphasis will be placed upon Franklin, Cooper, Bryant and Irving.

Course IV—Freshman II.....½ unit.

This survey begins with Poe and continues through the Period of Later Activity. Longfellow, Whittier and Emerson will be emphasized. Some time will be given to the foremost modern writers.

Text: Newcomer's American Literature.

Miss Parrott.

English Literature—

Course V—Sophomore I.....½ unit.

This course takes up the history of English Literature through the Old and Middle English periods and the modern through the Elizabethan Age. Special attention is given to Beowulf, Chaucer, Spenser and Shakespeare. The rise and technique of the drama is emphasized. (M.-W.-F.) Text: Newcomer's "English Literature."

Course VI—Sophomore II.....½ unit.

This course takes up the history of English Literature through the Eighteenth Century. Special attention is given to Milton, Bunyan, Addison, Pope, Goldsmith, Gray, Burns, Wordsworth, Coleridge, Byron and Scott. The rise and technique of the novel is emphasized. (M.-W.-F.) Text: Newcomer's "English Literature."

Technical English—

Courses V and VI—Sophomore I and II.....½ unit.

These courses include instruction in technical English *i. e.*, a thorough review of English and practice in theme writing is given. The common forms of composition, such as Narration, Description, Exposition and Letter Writing are included. In addition, one short story, one brief and one oration are required. (Tu.) Text: Carson's "Hand-Book."

Story-Telling—

Courses V and VI—Sophomore I and II.....½ unit.

Since much of the instruction in the schools is done through the medium of the story, a short course in story-telling is offered. The aim of the course is three-fold: (1) Bibliographical; (2) critical; (3) practical. The aim of the bibliographical side of the course is to provide the story material; the critical, gives the educational value of the various types of stories; the fairy, the fable, the myth, the nonsense, the epic, the romance, etc.; the practical; gives practice in the reproduction before the class of the various types of stories. (Th.)

Professional Grammar—

Course VII—Junior I.....½ unit.

No subject in the school curriculum is so poorly taught as Language and Grammar. The only remedy is, to teach our teachers how to present the work logically and efficiently, and this is what the work in Professional Grammar does. The course gives practical instruction in the teaching of Language in the first four grades, as outlined in the State Course of Study. The work is not theoretical but eminently practical; *i. e.*, the twenty stories are told, the six pictures studied, etc. In addition to the class room work, the students spend much time in the Training Department observing the Language work done there. (M.-Tu.-W.-Th.-F.) Text: "Course of Study."

Course VIII—Junior II.....½ unit.

This course includes the four upper grades of the Grammar School. Emphasis is placed upon subject matter and the

method of presentation. As in Course VII, the student is given the work just as he will present it to his pupils. The students in this course also spend some time in observation work. (M.-Tu.-W.-F.) Text: "Course of Study."

Note: The English Department is compiling a plan book for Language in the grades which will be based upon the State Course of Study and which will be invaluable as an aid to the busy teacher.

Advanced English—

Course IX—Senior I.....½ unit.

This course includes Nineteenth Century prose writers and poets. Special emphasis is placed upon Ruskin, Browning, Tennyson, Arnold, Thackeray, Dickens and Eliot. (M., W., F.) Text: Newcomer's "English Literature."

Course X—Senior II.....½ unit.

This course has two aims: (1) To give the student a fresh knowledge of those productions, selections from which are found in Cyr's Fourth and Fifth Readers; (2) to give a brief survey of Modern Fiction. In addition to reading the production, special emphasis is placed upon the method of presenting the lesson. In Modern Fiction those authors, such as Kipling, Ibsen, Tolstoi, Bennett, De Morgan, etc., which are world-famous are emphasized. (M., F.) Text: Cyr's Fourth and Fifth Readers. Bennett Lectures.

Courses IX and X—Technical English—Senior I and II; See Courses V and VI.

Courses IX and X—Story-Telling—Senior I and II. See Courses V and VI.

Note.—Students deficient in Grammar and Spelling will be required to make up the deficiency. Special classes will be formed for such students.

MUSIC.

Miss Harlan.

Music occupies a conspicuous place in education and, systematically taught, it is an important factor in the training of the child. From the cultural and from the disciplinary standpoint, this branch of study is unique in its educational value.

Songs of home and nature, of mother love and love of country, songs of work and of play—songs in the heart of the

child—such influence cannot be measured. Appealing to the child first through his sense of hearing, encouraging him to listen attentively, leading him to sing and finally read music from the printed page educates the ear, the eye and the soul.

"Music education demands first of all the very best of art as a basis. There can be no compromise on this standard; but it calls for much more. The demand extends to and includes the presentation of that best, in such a way that the child will learn to appreciate and to love it with an ever increasing interest and understanding." To this end the course in Public School Music at the State Normal will be devoted.

The same principles underlie the teaching of music that underlie the teaching of any other subject. The aim of the Music Department will be to help teachers, first to a knowledge of music, next to the application of pedagogical principles so that they will in turn be able to teach music as successfully as they do any of the other common branches.

Work in the primary grades consists largely of rote songs. Through these are developed the singing voice and the beginnings of ear training and music reading. Much attention must be given to securing attractive and safe use of the voice.

Work in the primary grades two-part work adds interest to the technical problems which are to be mastered in these years.

In the grammar grades and high school three—and even four—part work is undertaken together with such technical work as should follow the previous problems.

Concerts will be given during the year in which work suitable for use in the public school will be taken up.

Work of the Music Department will include classes in rote singing, ear-training, sight singing, musical history and elements of notation. Methods of music teaching and practice in the training department will be in charge of the director.

Rote Songs—

Course I—Sub-Freshman II.....½ unit.

Classified; Sources; How to select; Method of teaching.

Ear Training—

Class I—Melodic Dictation embracing very frequent intervals; 1—3, 3—5, 5—8, 5—3, 3—8, etc., and the rhythmic type, one sound to the beat.

Course II—Freshman I.....½ unit.

Class II—Melodic Dictation embracing very frequent intervals; 1—5, 3—6, 5—7, 6—8, etc., and the rhythmic type, two equal sounds to a beat.

RURAL SCHOOL BUILDING—ELKINS DISTRICT
To be used for observation by students taking the rural school course

Course III—Junior I and Junior II.....½ unit.

Class III—Melodic Dictation embracing very frequent intervals; 8—4, 2—8, 3—7, 1—7, 5—6, etc., four equal sounds to a beat and the resultant combinations.

Sight Singing—

Class I—Freshman; Through work of 3rd Grade.
Class II—Sophomore; Through work of 3rd Grade.
Class III—Junior and Senior; Through work of 8th Grade and high school.

Musical History—

Outlines of the beginning of Musical History.
Stories of the composers.
Interpretation of some of the works of the masters.

Elements of Notation—

Notes, rests, skips, scales, diatonic and chromatic; keys, major and minor.

Methods and Practice; Conducting—

Pedagogical principles discussed and applied to each problem in music in the order in which they occur in music material adapted to graded and to ungraded schools.
Practice teaching in the training department.

Harmony—

A course of thirty lessons in the Elements of Harmony will be offered during the year.

Folk Songs and Games—

Glee Club, 1-10; Orchestra, 1-10; and Chorus.

Musical appreciation will be studied in which the Victor will be used.

MATHEMATICS.

Mr. Ostien.

The department of mathematics has two specific aims: (1) Thorough instruction in the subject-matter taken up; (2) A professional training that will enable teachers to teach these subjects with success in their schools.

Arithmetic—

Course I—Sophomore I .....½ unit.

For students who have completed elementary algebra and plane geometry. The work consists of a searching review with

a critical study of the more difficult topics of high school arithmetic from the viewpoint of the student who has a knowledge of the elements of algebra and geometry.

Course II—Junior I ..... ½ unit.

For students who have completed their high school course without taking arithmetic, and for teachers who wish to strengthen themselves in the more difficult parts of the subject. The work is practically a duplicate of Course I.

Course III—Junior II..... ½ unit.

This is a course in professional training. Subject matter is regularly studied, but mainly for the purpose of illustrating methods of presenting and developing the various topics, and for the study of forms of solution. A study of the State Course in arithmetic forms part of the work of the course.

Algebra—

Course IV—Sub-Freshman I..... ½ unit.

A review of the first part of the subject including integral linear equations, special methods in multiplication and division, factoring, fractions, and fractional and literal linear equations; and the study of linead equations of two unknowns, graphical representation, inequalities, involution and evolution, theory of exponents, surds, and radical equations.

Course V—Sub-Freshman II..... ½ unit.

This course includes a study of quadratic equations, graphs of quadratics, variables and limits, indeterminate equations, ratio and proportion, progressions, the binomial theorem, and logarithms.

Geometry—

Course VI—Freshman I..... ½ unit.

This study aims to develop the power of exact, independent, and consecutive mathematical reasoning, and to make practical application in mensuration of principles learned. No encouragement is given to the memorizing of proofs of propositions. The studies in original exercises, loci, and problems of construction are made prominent. The ground covered is that of Books I and II of the State text.

Course VII—Freshman II..... ½ unit.

This course covers the subject matter of Books III, IV and V of the State text, and the study is emphasized along the lines suggested in Course VI.

Course VIII ..... ½ unit.

This is a elective course in solid geometry covering the work in the State text.

LIBRARY METHODS.

Miss West.

The aim of Course 1 and 2 is to train teachers to use libraries intelligently, to care for the school libraries provided for under the Oregon School library law, to teach the principle of book selection, and buying, and to establish a wider knowledge of children's books by actual examination and reading. The work is given in the form of lectures with practice work following.

Course I—Sub-Freshmen ..... ¼ unit.

This is a required course planned to train students in the use of the library and covers the following: Rules and regulation; classification and arrangement of books; card catalogue; printed parts of a book; magazine indexes; reference books; book buying; preparation for loaning; investigating a subject in the library; Oregon school library law, etc.

Course II—Junior I..... ¼ unit.

This course is required of all students before graduating from the Normal. The work treats of: School libraries; reference books of special value to teachers; aids in book selection and buying, with special reference to children's books; United States, state and city publications; care of pamphlets; mechanical preparation of books for the shelves; charging system; binding and repair; use of pictures in school work; library supplies and furnishings; required reading from the state list; Oregon school library law; etc.

Library work is emphasized by all departments throughout the entire course by required and supplementary reading. This is especially marked in the story telling work and in the advanced literature classes, taking up the present day writers.

In these classes, the students are required to do a certain amount of supplementary reading and report on the same to the librarian. The current events classes conducted by the History and English departments assure the wide use of the magazines, newspapers, and magazine indexes provided.

Miss Cornelia Marvin, secretary of the Oregon Library Commission, will deliver lectures from time to time upon the work of the commission, traveling libraries, and other subjects pertaining to library work.

RURAL SCHOOL BUILDING—COCHRAN DISTRICT
Used for observation by students taking the rural school course

PHYSICAL EDUCATION.

Miss Wilcox.

Course I—All Students .....⅕ unit each term.

For a clear conception of any system of physical training, it is necessary to know first the aims, and second the methods used to accomplish those aims.

The Ting system of physical training attempts to preserve a close harmony between mind and body, and to establish a oneness of the human organism through gymnastic movements aided by hygienic living conditions; such as: Good food, fresh air, and plenty of sleep.

The aims of this system are included under four general heads. First; comes the hygienic, which improves the general condition, the organic health, and raises the standard of vitality. It is the element that overshadows all of the other elements, and by which they are largely influenced.

Secondly; comes the educational aim. Physical training not only improves the health, but the skill as well. Exercises which develops coordination, teach the use of correct muscular control, and give the proper repression, impression, and expression are called educational. They are movements to improve walking, running, catching, throwing, dancing, and all forms of coordination in the standing position. Educational movements tell the amount of effort necessary to be expended in any exercise, and give the correct judgment of distances, as is shown in balance exercises, vaultings, and jumpings.

Thirdly; comes the corrective aim, the aim by which habitual faulty postures due to improper school furniture are not only corrected, but prevented.

Fourthly; is the recreative aim which does not form a separate class by itself, but is included under the hygienic and educational. Games, dances, and athletics give recreation, and if applied on gymnastic principles, aid in the general maintenance of good health.

The physical training in the Oregon Normal School gives the theory of gymnastics as well as the practice teaching in the training school, so that students who are graduated will be organized and administer a system of physical training in the school to which they may go as teachers. The physical instruction is given with the four above mentioned aims in view.

In order that the hygienic aim may receive due consideration, a course in Kinesiology and physiology is offered. The gravitation laws and the nature of muscle activity govern all

movements, which, unless they coincide with the law of the human organism, prove injurious. Hence the necessity for the gymnastic teacher to study the anatomical structure and physiological activity as concerns motion. Several intimate and vital talks on social purity and the care of the body during the adolescent period are included in this course.

The second aim is termed educational. The student must, in order to preserve a oneness of the human organism, possess poise and self control. The drill, consisting of free standing movements and some apparatus work, is intended to give the desired coordination of mind and muscle, the power of concentration and harmony. The girls' strength is never overestimated, and the drill is never too strenuous. In the near future we hope that time may be taken for a thorough physical examination of each student before any exercise is allowed.

The third aim is the corrective one, which is reached through the normal teaching course, in which the theory and basis of every gymnastic movement is taught. Great attention is paid to the personality of the individual student. Enthusiasm, life, and a modest and pleasing personality are the requisites for the successful teacher.

The recreative aim is the last to be considered. The student is given twelve games in progression for each grade in the grammar and high school, also several folk dances for each class. Gymnasium games; such as: German bat ball, volley ball, captain ball, indoor base ball, dodge ball, and basket ball, are greatly enjoyed by the whole school. There has been introduced a play-ground course which treats of the management, organization, and suitable games. In the spring we hope to establish a play-ground for the training school children of Monmouth. The student teachers will manage it under supervision.

Physiology—

Course I—Sophomore II.....½ unit.

The first two lectures are devoted to a review of the structural analysis of the body. An articulated skeleton and models of the ear and eye are provided for this purpose. Hutchison's physiology is used as a text book, and outside reading on the rise and progress of physiological questions is required.

A correct idea of the location and anatomy of the organs is facilitated by board drawings and the aid of the microscope.

The workings of the different systems, especially of the muscular and nervous, are shown by dissections of mammals under class inspection.

Hygiene—

Course I—Junior I ..... 3-10 unit.

A one hour lecture course with outside reading is open to all juniors who have previously studied anatomy and physiology.

Two lectures are given on the following subjects:

I.—The Hygiene of the Bony Skeleton.

II.—The Hygiene of the Muscular System.

III.—The Hygiene of Digestion.

IV.—The Care of the Sense Organs.

V.—The Proper Working of the Nervous System.

VI.—Sex Physiology.

VII.—The Symptoms, Prevention, and Treatment of Diseases Common to School Children.

Much emphasis is brought to bear upon the teaching of sex hygiene in the grades. One or two lectures on this subject are given by prominent doctors of Portland.

Playground Course—

This is a one hour course which trains the Normal student to supervise successfully the recesses and out door activities of the school, and which gives a insight into the management, organization, and discipline of the playground. Games suited to the different ages are taught. Opportunity for coaching is given with classes of normal students and classes of children.

Special attention is called to the great opportunity of the instructor to direct the formation of good habits and high ideals of conduct.

TRAINING SCHOOL.

The Training School consists of the eight elementary grades of the public schools of Monmouth and is located on the first floor of the new $20,000 public school building. The rooms are commodious, well lighted, heated and ventilated. Drinking water is supplied through sanitary fountains. Toilet rooms for girls and for boys are conveniently located and well furnished. (The pupils in the Training School have access to the library, to the gymnasium, to the art room and to the music room for instruction and material... A well equipped play ground is provided and the games played thereon are carefully supervised by the Department of Physical Education. There is furnished, also, a large supply of reference and supplementary books, as well as up to date apparatus.

The purpose of the Training School is to educate children. This is the supreme purpose of the school and nothing will be

SCIENCE LABORATORY—OREGON NORMAL SCHOOL

permitted that interferes with this. It serves as a model school in which to observe the best teaching for the purpose of seeing what it has that will be helpful to the student-teacher. It gives an opportunity to note the application of the principles of education upon which all good teaching is based. It also enables the student-teacher to have sufficient teaching experience under experienced instructors as shall form correct teaching habits and give a mastery of those educational principles as will insure future growth.

To secure these each student is required to observe and teach throughout the last year of his course under conditions which duplicate in all essentials those fund in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction. The school is maintained jointly by the State and the local school district. It is supplied with a Principal and four Critic Teachers.

The Heads of the Departments of Music, Art and Physical Education have full charge in the Training School of the work of their respective departments. The Training Cchool is an actual public school, composed of pupils under the usual conditions and with the usual problems to be found in public schools, so that the experience gained here is of direct and all-around value in the preparation of the student for future work.

The course of study is the same as that prescribed for the State of Oregon, with such enrichment as is possible under favorable environment, with liberal equipment, and with a strong staff of teachers and supervisors.

The aim of the Training School is not to be different from the public schools, but to be like the best of them. A consistent and firm adherence to this ideal, it is firmly believed, will at the same time best conserve the interests of the children in the school, and furnish to the students of the Normal a most adequate preparation for their work. As has been before intimated, the normal school will endeavor to help solve the "Rural School Problem" by making it a careful study, and so adapting the work of the school as to meet the every-day working conditions of such schools.

GENERAL STATEMENT.

It is hoped that this bulletin may fall into the hands of some person who is planning to go away to school and who is willing, if it is careful and thorough preparation for teaching that is wanted, to consider going to the Oregon Normal

School. This institution invites thoughtful comparison with others of its kind in the excellence of its faculty, and equipment, the extent and thoroughness of its course of study and methods of instruction, the splendid opportunities afforded by it and its community for quiet study and wholesome student life, its thoroughly convenient and healthful living facilities, and the unusually low cost at which all of its advantages may be had.

Allow me to suggest that the State has provided a Normal School to assist you in securing this special preparation. The school and its equipment are for your benefit. You may become a good teacher without a Normal School Training, but you will become a good teacher more quickly, more easily, and more economically by taking advantage of the inducements offered by the Normal School.

More than seven hundred new teachers are needed each year in Oregon; and the Normal School should supply a large part. Boards of directors and county superintendents have learned by observation and experience the value of the Normal trained teacher. I believe that you will agree with me that such training will not only increase one's usefulness to her school, but will result in better positions and salaries.

The Oregon Normal School was established and is maintained for the purpose of training teachers for the schools of the State; here no one can matriculate without signing a pledge to the effect that the purpose of entering the school is to fit himself or herself for the work of teaching.

This article has been prepared with the thought that perchance it will be the means of calling attention to the Normal, and thereby be of assistance to some person who may be planning his or her work along the teaching line.

Of such person may I ask whether you have seriously considered the advisability and possibility of preparing yourself for teaching by means of a Normal School? Have you thought of the pleasure to be derived from the pleasant and helpful associations with a cultured faculty and a helpful, sympathetic student body? Do you realize how much easier and more satisfactory is the certification route by way of the Normal diploma than by the dull and uninteresting grind of the examination? Do you feel that it is easier to secure and retain good positions if you are able to say, "I am a graduate of a Normal School?" Perhaps you are not aware of the fact that a Standard Normal diploma is taken in lieu of an examination for certification in more than twenty-six states. Is it not a satisfaction for one to feel that ample preparation has been made for the responsible work of teaching? Have you

fully considered the lifelong friendships that are made while pursuing the work of a Normal School—friendships both of faculty and students that are valuable assets in your future work—friendships that can be secured no other way. All of these thoughts, coupled with the fact that the demand for trained teachers cannot be filled, will, I am sure, cause you to think seriously of taking up work in an institution that will meet all these conditions, such as the Oregon Normal School does.

Perhaps you are saying, "I admit the facts, but I am financially unable to take such a course." May I say that we have many students who are partially making their own way, while at school and what others are doing you can do. All that is required, if you have health, is to make up your mind to take the course and then stick to it.

In order to assist you, may I enumerate some of the advantages of our school? We have a Faculty of eighteen thoroughly trained teachers. The Oregon Normal School is the only one in the State whose sole function is the training of teachers. It offers five courses of study leading directly to State Life and One Year State Certificates without examination. A well graded public school and two rural schools are used for training school purposes; thereby fitting our students for any grade of work. The water supplied is pure. The cost of living reasonable, and last but not least, one of the most helpful, cheerful, co-operative, sympathetic student bodies that one would wish. This is brought about from the fact that every student pledges himself or herself to become a teacher; therefore, there is one definite purpose, namely, preparing for the great work of teaching.

Perhaps enough has been said to induce you to carefully consider entering our school. If so, will you kindly fill the blank at the close of this page and mail to me.

Trusting that you will become interested in our school to the extent of enrolling as one of its members, I am

Respectfully yours,

J. H. ACKERMAN,
President.

Date....., *191*....

....., *Oregon.*

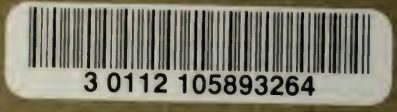
Name .....

Academic training .....

Months' teaching experience .....

I am interested in .....*Course.*

I wish to enter school ....., *191*....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